

VOL. I.

JULY, 1929

No. 7

Agricultural Education

Issue Theme

Objectives and Programs



"C. A. McCue Club", Bridgeville, Del.

(See Story on Page 8)

"Fortunate is the State which has its philosophy clearly defined so that it may be used as a guide in setting up a State program."

—RAY FIFE.

EDITORIAL COMMENTS

AGRICULTURAL EDUCATION

A monthly magazine, managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company, Des Moines, Iowa.

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Subscription price \$1 per year, payable at the office of Meredith Publishing Company, Des Moines, Iowa, or to Z. M. Smith, Secretary-Treasurer, at 202 Sylvia St., West Lafayette, Indiana. Subscriptions terminate January 1 or July 1. To aid in the collection of subscriptions, it is urged that, where possible, subscriptions be sent in by states, rather than by individuals. Editorial matter is received by H. M. Hamlin, 227 Russell Ave., Ames, Iowa. No advertising is accepted.

Entered as second class matter, under act of Congress, March 3, 1879, at the post office, Des Moines, Iowa.

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OBJECTIVES AND PROGRAMS

THIS is the season when we are laying our plans for the coming school year. State gatherings all over the country are discussing proposed programs of work.

Undoubtedly one of our greatest gains in recent years has been in more definite and practical statement of our goals and of our plans for attaining them. Probably there is no other educational field in which the ends to be sought may be so clear and tangible as in ours. Yet not all of us, by any means, are setting up definite objectives and framing feasible programs for achieving them.

We are presenting this month's articles dealing with both the theoretical and the practical aspects of course making and program building. If the ideas presented in these articles could be woven into our plans for the coming year and actually carried out in our practice, we should move a decade ahead in agricultural education at one step.

BUILDING A STATE PROGRAM

CERTAIN fundamental principles must guide any state in setting up a program of vocational agriculture work if such program is to be at all effective.

First and perhaps most important is the principle that the state program will be an expression in concrete working form of the educational philosophy, the educational aims and the educational ideas of those who design it. Whether we will it or not, our philosophy of education will be reflected in our program of work. Fortunate is the state which has its philosophy clearly defined so that it may be used as a guide in setting up a state program.

It is fundamental, also, in these days

of democracy in education and education thru participation that our state program of work be a teacher-built program. As such it does not differ in construction from modern curricula and courses of study. A program of work so constructed has two marked advantages. It embodies the thought of the entire group of directors, supervisors, teacher trainers and teachers. Second, teachers are already familiar with it and are far more likely to use it since it is a product of their own collective mind.

A state program of work should be an objective program. A program is of very little value which is not expressed in measurable terms. A program of work might include as a major aim "Better Project Work." What is "better project work?"

A state program of work should set up definite, practical, attainable standards by which teachers can measure their progress. Returning to standards in project work mentioned previously, one might ask if continuation projects are desirable why not have 100 percent of the students conduct them instead of the 42 percent set up as a standard for the present year? For the present year, the writer assumes that the judgment of the teachers is essentially correct when a goal is set up which is within hailing distance of at least the upper 50 percent of the local departments. A state program of work should be discussed in each local agricultural department and forms the basis for a local program. Many items in a state program should offer opportunity for student participation.

A state program should be used as an instrument of supervision by state vocational supervisors and local school supervising officers. It is of course evident that a state program cannot offer more than a general standard. The local program of the department is the real measuring stick by which the progress of the real program can be measured from year to year.—Ray Fife.

ONE USE OF THE MAGAZINE

IN MY teacher training classes *Agricultural Education* has been of special help to me. I have tried several times to use a text book for part of my course, at least, but without very much success. The fresh material coming in from various states gets right down to 'brass tacks' in the teaching problems with which we are working. I feel that it is not an exaggeration to say that the magazine has been the greatest single help I have found in the way of reference material for my students. The men like to use these articles for special references and I find them very stimulating to discussion."—Professor E. M. Tiffany, University of Wisconsin.

ENTANGLING ALLIANCES

A MAJOR problem in our field just now is to determine what to do with regard to the numerous offers of private agencies for the promotion of our program.

We need additional funds for our expanding program and we welcome the interest of individuals and corporations which prompts them to contribute. However, we should scrutinize very carefully every such offer. There are at least three tests that each should meet:

1. Will the funds be used to promote something we want promoted as a part of our regular program? Or do they merely provide for some extraneous distraction?

2. What sort of an individual or concern is making the offer? In what sort of company shall we be found if we accept it?

3. Shall we be obliged to advertise the donor in accepting the donation?

It is well for us to remember, too, that the spending of funds allotted to us by the public is our main responsibility, and not the solicitation and use of private gifts.

Uppermost, of course, is the consideration that the independence of the public school, thru which we work, is a priceless possession and must not be sold out.

A CALL FOR HUMOR

SOME good friends of ours have told us that the greatest weakness of this publication is its somewhat tragic tone, its complete lack of humor.

Surely, they say, our profession is not actually so devoid of its lighter moments as one would infer from reading our professional magazine. They point to the humorous section of the *Journal of the American Medical Association*, the incidents for which are drawn from the daily practice of physicians, as one of the choicest collections of humor extant and they ask why we cannot collect and publish similar incidents from our equally humorous profession.

We can and we will, if you will send them to us. We shall hold to two standards in determining which to use: decency and real humorous qualities. With these qualifications, the bars are down. What have you?

COMING SPECIAL ISSUES

THE last three issues of the year will be devoted to extremely important subjects:

October—Part-time Education;
November—Evening Schools;
December—Classroom Methods.

We hope that we shall have liberal contributions to these issues representing the best thought and practice. October copy should reach us by August 25.

Ultimate Objectives in Vocational Agriculture

W. H. LANCELOT, Iowa State College

WHERE are we going in vocational agriculture? What are the goals for which we are striving? Is our program one for the increase of production at a time when production is already too great? Given time, will it, as we fondly believe, actually solve the deep-lying agricultural problems which are proving too much for the lawgivers and rural leaders of the nation? Do we, for example, really think that by giving technical information about agriculture in the classroom and requiring that it be applied in home projects, we shall actually bring about the great reorganization of American agriculture that the times call for? God forbid! Yet such reorganization must come; and it must come by and thru education.

It is clear, of course, that we shall not do more than we are trying to do, and also that without clear and definite notions as to just what we should try to do, our efforts will probably be scattered and ineffectual. That is, if we are trying to train producers, then we shall probably have a generation of producers to show for our pains; yet nothing can be more certain than that the Future Farmers of America must be far more than mere producers. Neither have we said it all, or nearly all, when we have added that they must likewise be able to market their products well.

We seem to stand in need of a simple, definite statement of the true objectives of vocational agriculture. It would help us very greatly in planning our future programs of work and likewise in measuring our progress from time to time. At the recent conference of the Central Region, which was held at Des Moines, an attempt was made to formulate objectives in this manner. The result was a list of eleven, the first of which is general in nature while each of the remaining ten relates to a special phase or aspect of the work which was deemed of major importance.

The first of these objectives was adopted without change from the series formulated by the North Atlantic Regional Conference in 1924. All others came out of the Des Moines conference, tho the committee in charge of the project received much valuable assistance from Professor W. F. Stewart and Mr. Ray Fife, of Ohio, who are members of the North Atlantic Conference. The objectives as given have in some measure at least the virtues of brevity and conciseness. Whether they have the further one of soundness, was left for time to determine. At any rate, they

were only tentatively adopted in order that they might receive further thought before final action were taken upon them.

Written into them as they stand at present are a number of conceptions as to the rightful goals to be sought in vocational agriculture that are unique in the sense that they have not in the past been generally recognized. The standard as to production, for example, is not maximum quantity but minimum cost; and the word "conservative" is meant to serve notice that overproduc-

teachers of vocational agriculture should consciously strive to attain. It is felt that we should train systematically for leadership rather than merely to hope for it as a by-product of other training, and so on.

While the above objectives would, if accepted, bring about important changes in the work already given as to its basic character, the greater changes would probably come as a result of the definite acceptance of goals which seem hitherto to have been only in the borderland of

our thinking. It is clear, for example, that if vocational agriculture included effective training in large-scale management, in co-operation, and in leadership, and if it sought by direct effort to create interest and morale and to promote higher living standards on the farm, then it would have become something quite different from what it has generally been in the past. Yet who can say that it would not have become, by so much, something better than it has been to date?

National Dairy Show Plans

ST. LOUIS is making plans for the entertainment of 2,000 students in vocational agriculture at the National Dairy Show to be held there October 12 to 14.

The Hotel Jefferson will be headquarters for teams. A banquet will be provided on the evening of the fourteenth by the St. Louis Chamber of Commerce. There will be an elaborate program of entertainment, beginning Saturday evening, and including a two-hour inspection of the St. Louis Zoo, an organ recital and musicale at the Scottish Rite Temple, an evening at one of the finest theaters in the city, and a steamboat ride on the Mississippi.

Graduates Form Colony

STUDENTS in one section of Arkansas who have taken their high school work in vocational agriculture and are ready for placement have formed a colony and are farming a large tract of land as an association, according to E. B. Matthew, Arkansas state supervisor. They are organized in a part-time class and take regular systematic instruction followed by the required practice work. A feature of the enterprise is a comparison of motorized farming with the best traditional methods, as one section of the farm will be farmed wholly by machinery. The colony consists of persons who have found it impossible to enter farming on their home farms.

Tentative List of Objectives Adopted by North Central Conference

General

To prepare students for efficient production and disposal of agricultural products, thereby providing opportunity for better living conditions on the farms and a service to the nation.

Production

To train prospective farmers for conservative production at minimum cost of marketable agricultural products.

Manipulative Skills

To provide such training with respect to manipulative skills as can be justified on an economic and appreciation basis and cannot be given adequately and economically thru "pick-up" methods.

Managerial Skill

To develop in farm boys the highest possible degree of skill in planning the management of any given farm business and to provide such experience in actual management as can be given.

Marketing

To give to students an understanding of the "machinery" of markets and of the factors influencing market prices and to develop skill both in actual marketing and in forecasting probable market trends with respect to prices of agricultural products.

Financial Goal

To include in our program of supervised farm practice financial goals which shall be adapted to the abilities and opportunities of the respective students.

Interest and Morale

To develop in each student the pride of the skilled worker in his processes and products, a high regard for his occupation as a calling, a consciousness of his service to society by means of his occupation, and appreciation and enjoyment of the activities and living conditions encountered in the pursuit of his vocation.

Co-operation

To develop in our students the true spirit of co-operation to the end that they may work together more efficiently for the improvement of the condition of the individual and of the community.

Leadership

To create a feeling of need for the leadership necessary to bring about the realization of a satisfying rural life, to develop a desire to participate in that leadership and to provide training for it.

Living Standards

To establish higher ideals with respect to living standards on the farm and to teach students how to spend their money, effort and influence in order that these standards may be attained.

General Education Values

To make vocational agriculture contribute in fullest measure, but without impairment of its vocational value, to other objectives of secondary education recognized and sponsored by the National Educational Association.

Master Farmers as Curriculum Builders

H. M. BYRAM, Iowa State College

"The only reliable source of content for specific training in an occupation is in the experiences of the masters of that occupation."—Charles R. Allen.

WHY should we not consult the masters of the farming occupation in selecting the content for courses in agriculture? The Master Farmer movement has now spread to twenty or more states embracing several hundred farmers who have achieved notable success. Because they are a highly select group, their opinions on agricultural education should be given some weight.



H. M. Byram

I recently questioned 175 master farmers from ten midwestern states thru personal interview and questionnaire. These master farmers showed their interest in agricultural education thru a 77.1 percent return on the questionnaires and interviews. Sixty-seven percent of them believed that formal training in agriculture is necessary for boys if they are to become master farmers, and 26 percent more said they believed it would help a great deal.

The men included in the study were asked to state the abilities which they believe farm boys need training in to become successful at farming. Thirty-nine of them preferred to emphasize traits. These were mentioned as follows:

PERSONAL TRAITS HELD BY MASTER FARMERS TO BE ESSENTIAL

Traits	No. Times Mentioned
1. Love for farming.....	24
2. Industry	11
3. Judgment	10
4. Moral character	9
5. Vision	4
6. Spirit of service.....	4
7. Perseverance	4
8. Thrift	4
9. Energy	3
10. Ambition	3
11. Thoroughness	2
12. Honesty	1
13. Punctuality	1
14. Vigor	1
15. Dependability	1
16. Self confidence	1
17. Interest in community affairs.	1

Certainly there are some educational products here which many teachers of agriculture have not been turning out.

The farming abilities which boys need training for, which the master farmers mentioned, are classified as follows:

FARMING ABILITIES FOR WHICH MASTER FARMERS WOULD GIVE TRAINING

Type of Abilities	No. Times Mentioned
Abilities in farm management....	73
Abilities pertaining to livestock..	57
Abilities pertaining to soils.....	41
Abilities pertaining to farm crops.	29
Abilities in the field of economics and rural sociology.....	20
Abilities in the field of agricultural engineering	12
Abilities of general nature.....	12
Total.....	244

Here, again, we find at the top of the list a phase of agricultural training which has been given comparatively little attention. The typical agriculture course includes a year of farm shop, a year of crops study, and a year of animal husbandry. The larger problems of farm management, the ones master farmers say success or failure in farming turn on, have been left out.

I also submitted to these men a list of activities performed by master farmers, and asked them to state whether, in their judgment, boys need training in order to perform each activity. The percentage of the men who favor the teaching of each activity is given in the table below:

JUDGMENTS OF MASTER FARMERS AS TO ADVISABILITY OF TRAINING FOR CERTAIN SPECIFIC ACTIVITIES

Rank	Activity	Percent Favoring
1.	Select livestock for breeding and feeding	94.4
2.	Prevent animal diseases.....	92.6
3.	Maintain soil fertility.....	92.1
4.	Keep and interpret farm accounts	91.7
5.	Prevent and control plant diseases, insects and pests.....	91.2
6.	Feed economically for maximum production	90.5
7.	Select crop seeds.....	89.7
8.	Control animal insects and parasites	88.6
9.	Keep in touch with latest developments in scientific agriculture	80.4
10.	Comply with business practice	79.7
11.	Make the farm a worthwhile place on which to live.....	77.2
12.	Take positions of leadership in the community and perform the duties involved.....	76.5
13.	Manage crop production to secure good yields economically	76.2
14.	Plan out a proper rotation of crops	76.2
15.	Operate and care for modern machinery	76.2
16.	Utilize farm income to best advantage	75.6
17.	Market farm products to good advantage	67.9
18.	Work with other farmers of the community, county, state, and nation in furthering common interests	67.0
19.	Keep buildings and grounds in good condition	58.6
20.	Purchase feeds	57.1
21.	Handle farm labor effectively.	54.7
22.	Select and purchase farm machinery and equipment.....	54.3
23.	Determine extent to go into each enterprise each year....	53.4

Using Our Master Farmers

Just what can be the contribution of master farmers to the work of agricultural education?

1. Master farmers can be consulted in connection with curriculum building programs after teachers have gone as far as they can.

2. New course content may be suggested by these men.

3. Agriculture instructors should confer with master farmers in or near their communities. These men are a source of inspiration to any "ag man."

4. Methods used by master farmers can be studied and introduced into our work.

5. Their experiences are valuable and can be used by bringing the men into the agriculture class or by taking the class out to visit the master farmer.

South Carolina Thrift Contest

THE state supervisors of agriculture in co-operation with the Pioneer Life Insurance Company of Greenville, South Carolina, have worked out a thrift contest among the vocational pupils in South Carolina for the year 1929. The prizes in this thrift contest are to be provided by the Pioneer Life Insurance Company and will be awarded on the following points: 1. Sixty points will be allowed on the percent of labor income saved by the boy and invested in his own name. 2. Twenty points will be allowed for the boy making the largest percent of profit on his supervised practice program. 3. Twenty points for the boy whose supervised practice program suits best the conditions on his home farm, his age, previous training, and physical ability.

In counties where four or more teachers are employed \$25 in cash prizes will be provided; counties with three teachers, \$20; two teachers, \$15, and one teacher, \$12.50.

Each pupil entering the thrift contest must carry at least two enterprises in his supervised practice program.

No prize will be delivered to any boy whose parents do not permit him to use in his own name in a savings account, or otherwise productively invest, the money received.

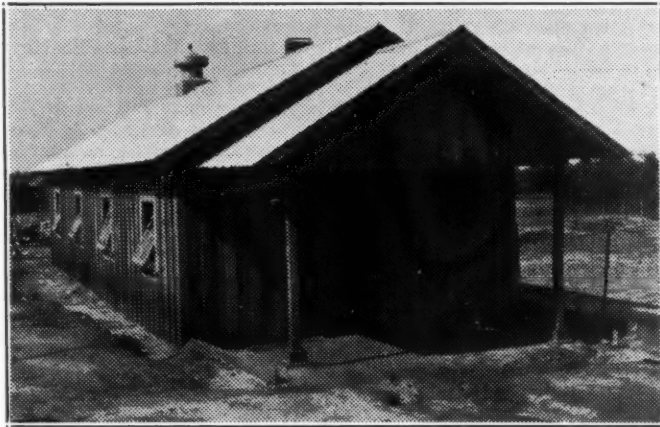
In order for any county to receive this prize money, the teachers in this county must arrange enterprise contests in cotton, corn, poultry, and the other enterprises suited to that particular county, and provide for an opportunity for the pupils to exhibit products of their work at some school or other fair. State prizes in cotton growing are being provided by the Chilean Nitrate of Soda Educational Bureau and the Cotton Co-operative Association. State prizes are being offered for sweet potato growing by the South Carolina Sweet Potato Growers' Association. The South Carolina Poultry Association is planning to provide prizes in poultry growing, and other state contests will likely be developed on different enterprises.

The Pioneer Life Insurance Company printed thrift books to be used by the Future Palmetto Farmer organization of the state. A great many of the vocational pupils have savings accounts and are keeping records of them in these thrift books.

A joint committee of Maryland teachers of agriculture and of home economics has recently submitted a set of recommendations for the co-ordination of the activities of these two types of teachers. Suggestions are made as to the types of work the agricultural teacher may do with members of home economics classes, the types of work home economics teachers may give members of agricultural classes, and activities in which they may jointly engage, such as community fairs, banquets, and home improvements.

Yearly Goals of a Ten-Year Program

W. L. WALSH, McKenzie, Alabama



McKenzie's Community Hatchery, Managed by Mr. Walsh

MCKENZIE Community believes in her long-time agricultural program. Some sixty farmers met with the teacher of vocational agriculture and the county agent last August for the annual program planning meeting and made plans for this year's work. This was in keeping with a ten-year agricultural program started four years ago when five men were appointed to serve on an agricultural council with the vocational teacher whose duty it was to make a survey of the community, study the community needs and work out plans for improvement. The program as worked out by this council covers a period of ten years. Goals are set up each year toward which to work.

One of the greatest needs brought out in this year's meeting was that of a greater production per acre. Mr. J. D. Samford, county agent, discussed winter legumes as a means of soil improvement and a number of farmers signed up to plant hairy vetch and winter peas. Results from the agricultural projects were announced. It was shown that an average production of 370 pounds of lint cotton was secured per acre at a cost of 11 cents per pound; this yield was about three times as much as the average farmer was getting.

It was agreed that the farmer should have more than one source of cash income and should not depend on cotton alone. Five sources of cash income were added to cotton as a part of the program for 1929.

Strawberries was the first additional crop discussed. Several farmers present told of their success with strawberries. Mr. J. C. McClure told how

two of his boys, who had strawberries for their agricultural project, had sold more than \$800 worth of berries from their two-acre project with a net profit of \$529.81.

From one to three acres of strawberries were recommended to be included in this year's program. This crops brings in some ready cash in the spring when the farmer needs money for buying fertilizer and other farm supplies.

It is hoped that by another year a strawberry association will be formed and that co-operative shipments will be made in car lots as is being done in an adjoining community this year.

Poultry was the next source of cash income discussed. Illustrations were given to show how the average egg production in the community had been increased during the past four years. From a survey made in 1924, it was found that the average hen in the community was producing around 35 eggs per year. Results from the first annual McKenzie egg laying contest conducted in 1926 gave an average of 152 eggs for the 65 hens in the contest.

It had been proved in the community that

with better stock, better housing conditions, proper feed and with right care and attention a net income from \$100 to \$300 can be realized from 100 hens. At the end of the year when Mr. Z. K. Patrick balanced up the record kept on his 200 hen flock he found that a net profit of \$546 had been made. From 100 hens Mr. J. L. Nall cleared some \$225.

With the continuation of the egg laying contest, the conducting of evening schools for adults on poultry production, the organization of the McKenzie Poultry Association, the installing of an 11,520



Some of the hens in the third annual McKenzie egg laying contest in which 100 hens were trapnetted by the agricultural class



Interior View of McKenzie Hatchery

egg incubator during the past year and the co-operative buying and selling of feeds and poultry products in large quantities by the association there is a better outlook for poultry in the community. Members of the poultry association are required to breed from hens of 200-egg trapnest records or better.

The poultry association is handling the problem of marketing very successfully. During the hatching season baby chicks are sold from the community hatchery and each member is paid the amount received for the chicks less hatching and shipping charges. In this way something like a dollar per dozen is realized from the eggs at this season. The demands for baby chicks have been greater than could be supplied and thousands of chicks have been ordered from other hatcheries for people in surrounding communities whom we were unable to supply.

At the end of the hatching season surplus eggs will be put on cold storage and will be taken off next winter when prices are higher. A large number of broilers have been shipped by the association at a premium of from 4 to 8 cents per pound over nearby markets. The hatchery will be run full capacity during the fall and winter in order to supply the early broiler trade.

Plans to enlarge the hatchery are already being made and an increase of some 50,000 eggs will be needed to take care of the demands another year.

Cows and Hogs Come Next

A good milk cow has a place on every farm and was included as our next source of cash income. Farmers present at the meeting told how they realized from \$15 to \$30 per month from their surplus milk, cream and butter. It was shown how much more a good producer was worth than the average cow of the community. A cow producing 500 pounds of butterfat per year was found to be worth about thirteen times as much as the cow which produced only 100 pounds or less when net returns were considered.

Enough interest was aroused that several farmers agreed to go in together and buy a purebred bull. As a result of this meeting 51 farmers and business men of the community made a visit to two of the leading farms in South Alabama the next week and two purebred Jersey bull calves and two heifers due to calve within a few months were purchased by members of the party. Better dairying is now on the upward move.

A fourth source of cash income can be realized from hogs. It was shown how purebred hogs put on a more economical gain than scrubs and some purebred hogs were included in our program for another year. A co-operative hog sale was planned for the coming year.

A few months after this meeting a car of 30 purebred brood sows due to farrow in a short time were brought into the community and placed with the agricultural boys and farmers of the community. The sows cost \$125 each but can be paid for with four pigs from the first litter when they weigh 100 pounds. Already much interest is being taken in hog raising.

Good Opportunity for Home Orchards

The home orchard was added as the fifth source of cash income. Z. K. Patrick told that he had sold \$156 worth of

peaches from his few trees this past season and that he could nothing like supply the demand for his peaches. Mr. Patrick prunes, sprays, and takes care of his orchard and as a result has some first class peaches. He said that he would not attempt to keep any fruit trees unless he could give them the right care and attention. Co-operative orders for fruit trees have been placed during the past three years and the number of home orchards is being increased from year to year.

Community Fair

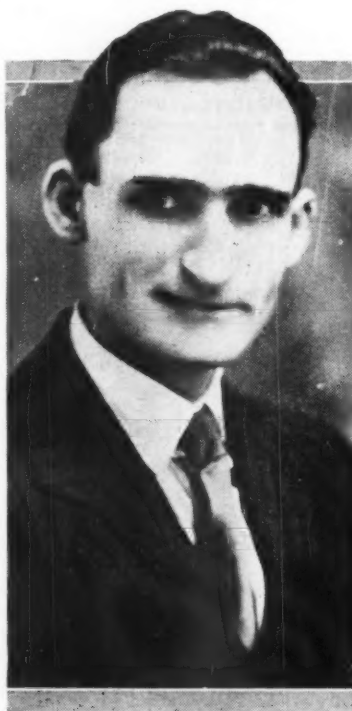
Announcements were made in regard to the sixth annual McKenzie fair which was held in October. This is the annual community get-together day. A successful fair has been held each year for the past six years. Animal and farm products are put on display; speakers are engaged; athletic contests are held, and all join together with an old-fashioned picnic dinner. Usually from two to four thousand people attend our fair each year.

The meeting adjourned but all present remained for a watermelon cutting which was advertised in connection with the meeting.

In addition to the five sources of cash income on every farm this long-time program stresses soil improvement by use of winter legumes, the use of improved farm machinery for reducing labor cost, co-operative marketing of products, improvements for the women in the homes, record keeping, and the beautification of the farmstead.

By setting up objectives each year for ten years and carrying them out a more prosperous community should result.

J. H. Kraft, formerly associate professor of agricultural education at the Texas A. and M. College is now senior member of the firm of J. H. Kraft and Son, garage proprietors at Bryan, Texas.



G. C. Edens
South Carolina's Master Teacher for 1928

The Year's Work of a Master Teacher

SOME standards for other teachers of vocational agriculture have been set by G. C. Edens of Oconee County, South Carolina, who has recently been selected as the Master Teacher of that state for the year 1928. Investigation of Mr. Edens' record brought out the following points:

1. The program carried out by Mr. Edens consisted of two all-day classes, two evening classes, and two part-time classes. The total enrollment in all types of classes was 123. The financial returns by the pupils of all types of classes was \$23,966.12. Eighty-seven percent of the boys enrolled in the various classes made a minimum profit of \$150. Ninety-six percent of these boys completed their entire supervised practice program. Two-thirds of the all-day pupils owned and had full control of the project program.

2. Mr. Edens operated on a well-worked out annual and long-time program. He has copies of this program on file, together with all correspondence and reports to the state office. He is a member of the State Teachers' Association and American Vocational Association. The two schools in which Mr. Edens teaches had representatives at the district judging contest and at the state fair school.

3. Each school has an active chapter of Future Palmetto Farmers and Thrift Club. Thirty-one boys participated in the thrift program and saved or invested a total of \$1,966.50.

Progress in Rural Life

THE farmer of today is an excellent illustration of what is going on. Only a few decades ago he led a lonely existence, filled mainly with arduous, routine work. For the boy with a taste for intellectual things all roads led away from the farm. Now, however, farm life is becoming a fairly adequate medium for the expression of a wide variety of interests and capacities. The automobile, the telephone, the radio, and the daily newspaper bring the outside world to every door and labor-saving devices provide a margin of energy and leisure. The farmer is beginning to give up his traditional individualism and to engage in various co-operative enterprises. Up-to-date agriculture requires an extensive background of science combined with skill in the handling of fairly complex machinery. Rural homes are becoming more convenient and attractive. In brief, all sorts of intellectual, social and aesthetic opportunities are now becoming available, which is to say that the farmer's aspirations for the true, the good, and the beautiful now permit of extensive translation into terms of his everyday activities." — Dr. Boyd H. Bode, Professor of Education, Ohio State University.

New York is continuing its plan of itinerant instruction in certain communities in which the high school enrollment is too small and the property valuation too low to warrant the employment of a full-time teacher of agriculture. This year 22 such schools have enrolled 250 pupils. These are in the vicinity of three state schools of agriculture and are conducted in co-operation with these schools.

A Year With the Future Farmers of Tennessee

G. E. FREEMAN, Assistant Supervisor, Tennessee

THE following objectives were set up for the Future Farmers of Tennessee in April, 1928:

1. A chapter of the F. F. T. in every vocational agricultural department in the state by the close of 1928.
2. Every F. F. T. in the state pay \$1 by January 1, 1929, to be applied toward building a permanent F. F. T. camp.
3. A thrift bank in every chapter of the state with 100 percent of the membership depositing a minimum savings account of \$10.
4. An annual father-son banquet in every chapter.
5. Two hundred thousand dollars invested in farming by July 1, 1929.
6. That every chapter in the state do all in its power to promote vocational agriculture thruout the state of Tennessee.

Organization

The first objective of 100 percent organization has been reached with one possible exception and there are now 117 active chapters of the Future Farmers of Tennessee in the state, 116 of which have been chartered under the laws of the state. The objectives set up by each chapter are on file in the state supervisor's office. The total membership of the 116 chartered chapters is 3,053.

Our constitution provides for the election of chapter officials in December of each year and we are urging that December and such time as is necessary immediately preceding it be given to a check-up of the accomplishments of the year and the formulation of objectives for the coming year. We ask also that the names of the new officials, a report of the year's accomplishments, and a copy of the new objectives be submitted to the state adviser at this time. This means that the last act of the retiring officials is to give an account of the accomplishments of the chapter during their term of office. It also commits the incoming officials to the new program and forewarns them that they will be expected to give an account of themselves as they retire from office; at the same time it furnishes us information as to accomplishments and keeps us in contact with what is proposed. It gives the adviser an opportunity to make suggestions concerning objectives, and incidentally gives rather reliable information as to good timber for state officials.

From reports of this type, most of the information in this paper was obtained.

The Camp

The second objective of \$1 per member for the camp gave way to a slogan of "\$50 per chapter for the camp."

With few exceptions this amount exceeds the original goal of \$1 per member. It is rather interesting to note the means used by chapters to raise enough money to pay their camp pledges. In several cases each chapter member brought to a common treasury one egg for each year of his age or one hen and sold the eggs and hens outright. In others each member brought eggs as above and incubated them, selling the baby chicks. Plays and blackface minstrels were resorted to and in at least

one instance old blown-out automobile casings and tubes and old magazines and papers were collected and sold as junk. The chapter using the last mentioned method happened to be the first in the state to pay its camp pledge in full.

The camp is no longer a dream in Tennessee, but almost a reality. To date \$3,899 has been pledged for the erection of the camp and \$2,507.01 of this amount has been paid and is on deposit in banks for the erection of the building. Twenty-five acres of land has been donated, deeded and recorded to the Future Farmers of Tennessee for the camp site. This camp site is on the Caney Fork river near the center of the state in Van Buren County. The road leading off Highway No. 1, a distance of 2¼ miles to the camp site, extends one mile in White County and 1¼ miles in Van Buren. These two counties graded a road 26 feet wide to the camp and in response to the request of about 3,000 farm boys, the state highway department appropriated \$3,000 for a rock surface. A rock road now extends to our property line.

The main camp building is to be two stories high, 60 feet wide and 100 feet long. The first floor of the building is to be divided into two rooms, one 60x80 feet which will be the combined living room and convention hall and another 60x20 feet for the kitchen. A large stone chimney is to be located in the center of the wall separating the living room from the kitchen and a rustic balcony runs across the entire end of the room above the fireplace. Staircases lead from the main floor of the living room to either end of the balcony and from the balcony to the second floor, all of which will be used for sleeping quarters. Blueprints of the building have been prepared and anyone caring to do so may examine them.

Electricity will be used for light and power.

A well-known farm magazine offered us an 8-tube super-heterodyne all-electric radio with a remote loud speaker for \$275 worth of subscriptions and the boys are now going after them.

*In this connection I wish to mention one other thing that will be interesting to you. A bill was introduced in the legislature authorizing the use of a maximum of \$5,000 of the amount appropriated by the state for vocational education in agriculture for promoting vocational agriculture in the state, specifically for the payment of the expenses of judging teams to the national contests, the payment of the expenses of delegates to the national convention of the F. F. A., for maintenance and improvement of the state camp, and for payment of the expenses of the master vocational teacher to the Southern Regional Conference.

Thrift

Reports from chapters indicate that 33 have regularly organized thrift banks, five of these have 100 percent of their membership with savings accounts. Eighty chapters report one or more members with savings accounts or a

total of 796 members with savings accounts or time deposits aggregating \$54,477.03. We have not reached our goal of \$10 per member but the average amount of money on deposit by the entire membership of the F. F. T. is \$17.98 per member.

The 796 members actually having savings accounts is 25.6 percent of the total active membership. Considering the fact that major attention this year has been given to the camp as well as the fact that chapters recently organized and chartered are considered in this report as well as old chapters, this percentage is much better than it at first appears to be.

Individual savings accounts vary from a few cents to \$930 and chapter deposits vary from \$15 to \$3,962.

We do not as yet have a uniform system for conducting our thrift clubs or banks. Some chapters have the members deposit the money in some local banks in the regular way and at regular intervals report the amounts so deposited to the chapter treasurer for his records. Other chapters have the members turn the money over to a cashier elected from their number who issues triplicate deposit slips, gives one to the depositor, keeps one for his records and turns the third with the money over to the local banker.

The second of these has been found much more satisfactory in most cases. The first lacks regularity and other elements necessary for arousing enthusiastic group action.

In some cases chapter advisers have ordered quantities of Future Farmer Thrift Account Books and turned them over to the local banker who in turn gave one to each boy opening an account. In a few instances local bankers have used them as pass books for Future Farmer depositors.

The thrift books we use were donated by the Tennessee Bankers Association.

Father-Son Banquets

Seventy-five chapters have held father-son banquets to date and others probably will before the close of school.

Investment in Farming

At the 1928 convention \$200,000 was set up as the goal for farm investments by the close of the year and when the committee on objectives made its report most of us perhaps felt that this was too high but such was not the case as this objective has been exceeded by \$39,640.78. The Future Farmers of Tennessee own livestock, farm equipment and real estate valued at \$239,640.78. To my mind this accomplishment is by far the most outstanding accomplishment of the Future Farmers of the state and exceeds our brightest hopes a year ago.

If farm boys in high school can operate a \$240,000 farm business efficiently enough to back it up with more than \$50,000 in savings, in a very short time, there is no denying the fact that we have made some progress.

High individual investments vary from \$40 to as high as \$6,000.

Chapter investments vary from \$200 in the case of the lowest chapter report-

*Note:—Bill passed House 75 to 0; passed Senate 23 to 0.

ing any investments to \$13,550 in the case of the chapter with the greatest total investments. These figures do not include other investments such as life insurance, bonds, etc.

Publications, Initiation Ceremonies, etc.

Since the first of 1928 we have been issuing a special F. F. T. News Letter which has been alternated with the regular News Letter to teachers. This has done much to stimulate interest and keep chapters active.

Recently an initiation ceremony for initiating greenhands was worked out that calls attention to some of the purposes of the organization, seeks to impress the value of vocational agricultural instruction on the candidate and at the same time furnishes the other members of the organization considerable amusement. The initiation ceremony we are using is far from perfect but does fill a distinct need until a better one can be worked out. Our experience has taught us that such ceremonies are absolutely essential and that any ceremony lacking elements necessary for providing a certain amount of fun at the expense of the initiate is a distinct disappointment to the boys.

The results mentioned above are practically all tangible and measurable,

but are by no means the only results obtained thru our organization.

More work is being done in the beautification of school grounds than ever before and better exhibits are being put on at fairs. School principals all over the state tell me that disciplinary problems among F. F. T.'s either do not exist or are handled by the boys themselves in such a way as not to require the principal's attention, numerous instances of which they related to me.

High Class Students

I think there is little doubt but that the Future Farmer organization has resulted in a decrease of undesirable and a corresponding increase of desirable boys in agricultural classes.

In many cases the F. F. T. chapter has assumed the responsibility of seeing that the farmers of the community attended the evening class conducted by the local teacher of agriculture.

In at least one instance the activities and accomplishments of the local F. F. T. chapter are directly responsible for the organization of a community certified seed corn growers' association and an evening class designed to give the members of the association the necessary information.

Another chapter appeared before the county court and asked for an appropriation for a county fair. They secured

the appropriation on the condition that they conduct the fair and the state commissioner of agriculture is my authority for saying that it was one of the best conducted county fairs in the state.

Later this same group of boys asked the county to appropriate funds for a county agent. Altho there had not been such an agent in the county for many years, the appropriation was made. This chapter is located at the only four-year high school in Jackson County.

Boys' Attitude Changed

The attitude of the boys toward any of us visiting schools has noticeably changed.

I believe it has had an exceptionally stimulating influence on the character of the supervised practice work of its members.

It has given vocational agriculture more publicity and won more friends for us than any other activity we ever promoted.

In conclusion I wish to make this statement the truth of which has been forcibly impressed upon me: The above accomplishments seemingly easily accomplished by the Future Farmers of Tennessee could never have been accomplished by the students of vocational agriculture.

The second annual convention was held in Nashville April 26 and 27, 1929.

C. A. McCue Club, Bridgeville, Delaware

GRANVILLE WILKINS, Secretary

IT WAS during the month of September, 1927, just after a new department of vocational agriculture had been started at the Bridgeville High School, that the C. A. McCue Club was organized.

We were anxious to name our club for some man who we believed had helped greatly to advance agriculture. A number of names were suggested but the predominating choice was Dean Charles A. McCue of the University of Delaware in recognition of the work he had done in advancing agriculture interests in the state of Delaware.

Temporary officers were elected and committees appointed to draw up a suitable constitution and by-laws. These were placed before the club and accepted.

The club meets twice each month and after a snappy business meeting a program pertaining to agriculture is put on by various members of the club. The subjects are usually ones of current importance. After this games are played and some refreshments are enjoyed.

The aim of the club is to promote socially the interests of the farm so that the boys will want to stay there for the rest of their lives.

Our club has a membership, after three years, of 47 boys, 42 of whom live on the farm.

In the spring of 1927 we held our first Fathers and Sons Banquet and it was a huge success. Silver cups were presented to our vocational agriculture team for winning the state corn judging cup donated by the State Bankers Association, and also the individual cup for highest score. This was the first year and only time any school won both cups the same

year. Speakers were here from the University of Delaware and several state organizations.

In the fall of 1927 we published our first issue of the "C. A. McCue News," a paper which we published monthly for the remainder of the school year, the work of editing, reporting, and publishing being done entirely by the members of the club. We are proud to say that this paper was received favorably by a large number of prominent state officials.

The first year a camping trip was taken in co-operation with the other agricultural clubs of lower Delaware but last year a tour was taken whereby points of interest in Pennsylvania, Maryland, New Jersey and Virginia were visited. It is hoped that such a trip will be taken again this year with other points of interest visited.

This winter the club has adopted another group project, that of each boy corresponding with some other club boy in another state thus giving us a chance to exchange ideas and pictures and better acquaint us with other sections of the United States.

Our group is very much in favor of the Future Farmer movement and as soon as it is adopted by the state we will be only too glad to "climb on the bandwagon" for we believe it stands, as nothing else can, for the advancement of our agriculture and country life.

When this picture (on front cover) was taken only boys at present in school were included—there are some boys who are either in college or working who were not present for the picture.

W. Lyle Mowlds is the agriculture instructor standing on the left and W.

N. Willis, superintendent of schools, is on the right.

The Walsh County School of Agriculture at Park River, North Dakota, employs five teachers of vocational agriculture. A part of them serve thruout the calendar year. Others are employed only for the winter term of four and a half months. E. J. Taintor, superintendent of the school, has been connected with it since 1919. A building seating 3,000 persons and used jointly as an athletic fieldhouse and a pavilion for sales and fairs was erected last year at the school.

At Melvin, Illinois, two tons of limestone were given to each person attending five of the first six meetings of the evening school and 500 pounds were given to each person per meeting for the last six meetings. The only charge was for freight. Lanark, Illinois, received free a carload of limestone which was divided among the evening school students. There was an average attendance of 54 at the Lanark evening course.

Nebraska held judging contests at Lincoln and at North Platte this year in order to accommodate teams from all parts of the state. Forty-two schools were represented at one or the other of the contests. Contests were held in livestock judging, dairy cattle judging, dairy products judging, poultry production judging, grain judging, grain grading, egg grading, blacksmithing and carpentry, and Babcock testing. An egg show was held in connection with the contests.



Future Farmer News



How Our Local F.F.A. Organization Is Functioning

OUR local F. F. A. succeeded our previous organization, the Future Farmers of New Jersey, and is carrying on the same type of work with renewed energy and enthusiasm.

After reorganization last fall the first major enterprise of the chapter consisted in the staging of the annual apple show. In this enterprise we had fine co-operation and interest of all the members. Over 200 plates of fruit were collected and shown.

During the preparation for the fruit show and following this each member was active in assisting in securing fruit for the training of our apple judging and identification team. Our school team won first place in the state contest largely because of the fine co-operation of the boys in securing an abundance of material for use in training the team.

The members of the chapter are enthusiastic in enlisting the interest of desirable prospective students for the agricultural course. A selected committee visits the rural schools from which we draw students. By demonstration, discussion, and entertainment the prospective students are made acquainted with the agricultural course.

Once a month the local chapter entertains and instructs the high school assembly by the use of motion pictures. This activity keeps the agricultural work before the student body and assists in interesting desirable students in the course.

The boys have taken an active interest in school civic pride. The shrubbery on the school grounds is pruned annually by the group. Other miscellaneous care of the school grounds and lawn is provided as needed and as opportunity arises.

By way of maintaining and stimulating interest of all members in the group various activities are sponsored. Among these are the following:

1. Arrange educational trips.
2. Stage various types of athletic contests.
3. Conduct summer recreational activities.
4. Conduct regularly educational and entertaining programs.

The problem of adequately financing the club has not been entirely satisfactorily solved. We feel that the group should bear the expense incurred in its activities rather than individual members thru dues. Our plan of work involves considerable expense for its proper execution.

Our financing this year has been done by the following rather common-place methods:

1. Dues—50 cents per member per year.
2. Share of profits from certain athletic contests.
3. Commission from newspaper subscription campaign.
4. Minor miscellaneous receipts.

By another year we plan to raise the bulk of our budget by some one rather

large enterprise which the group can sponsor.

The chapter has assisted the Farm Bureau and local Grange in various enterprises these organizations have sponsored. Our members are willing and anxious to assist in these activities. We feel the value of this work is two-fold, first the assistance we can render, and of greater value, the experience our boys get in working into these farm organizations in a very natural, easy way.

Our growth and development leads us to believe the Future Farmers of America has and is performing a valuable function in the growth and development of our work in vocational agriculture.

Our boys are learning to work and solve problems in a collective way. This experience cannot fail to carry over into adult activities. Our Future Farmers of America know the essentials of co-operation and scientific agriculture. These things they have learned and experienced (practiced) in the agricultural course. We believe these are major objectives of vocational agriculture.—*Lester S. Hess, Moorestown, N. J.*

Meredith Company Aids Future Farmers

AGAIN the Meredith Publishing Company of Des Moines, Iowa, has shown its interest in the vocational agriculture program. The company has just announced a budget of \$50 to each of the 13 north central states to be used by the state directors and supervisors of Future Farmer chapters or outstanding Future Farmers. The total appropriation amounts to \$650. At the end of the year, *Agricultural Education* will announce how the funds have been used.

Hon. Edwin Traynor, speaker of the North Dakota house of representatives, after whom the Starkweather high school chapter of Future Farmers has been named, has promised a free trip to the International Livestock Show to the boy in the chapter who makes the best record in his school and project work.

L. V. Buckton, formerly teacher of vocational agriculture at Northfield, Minnesota, and instructor in the department of vocational education at Iowa State College, received the Ph.D. degree at Columbia University in June. Dr. Buckton is employed as an instructor in the history of education at Hunter College, New York City.



Community Building Erected at Houston, Arkansas, by Future Farmers

Future Farmers Erect Community Building

ASAVING to the community of \$10,000 in four months is the record of 48 vocational students at Houston, Arkansas, and with it a lesson given to other Smith-Hughes communities and Future Farmer organizations in co-operative civic improvement projects.

These young men at Houston, under the leadership of H. A. Tucker, superintendent of schools, and Marvin D. Johnson, teacher of vocational agriculture, decided to give to their community a building that would answer the purpose of a community center, including indoor athletics, amateur theatricals, motion pictures, local fairs, and quarters for the vocational department.

Beginning with no resources other than their own interest and enthusiasm, they secured a limited amount of donations, went five miles from home, purchased an old loading shed from an abandoned sawmill, wrecked this building, transported it to their school campus and with the lumber thus secured as a nucleus erected a building 86 feet on the square with a saving as indicated above.

The boys began this construction in August and had the building ready for dedication by early December. To get some idea of the stupendous task undertaken by these young men and carried to a successful completion, it should be known that 7,500 feet of drop siding, 6,000 feet of shiplap, 8,000 feet of flooring, 91 squares of roofing, and 2,100 pounds of nails were used in the construction, all this along with a corresponding amount of framing, concrete for foundation, and trim.

The 48 young men donated their labor and hired but 56 days' work on the entire building. Some of the boys worked as much as 45 days each during the construction period. The entire cost outlay for this building was \$2,650. A conservative estimate on the value of the completed building is from \$12,000 to \$15,000.

At a dedicatory service held on the completion of the structure a vote was taken on a fitting name for this building, and it was unanimously agreed that "Tucker Johnson Hall," in honor of two leaders in the movement, would be eminently appropriate. This achievement, in addition to securing a much needed community hall, is a splendid lesson in the possibilities of co-operative effort, and already is painting the way to other enterprises in community building not only by the young men in the vocational classes, but by the adult farmers as well.—*E. B. Matthew, State Supervisor, Arkansas.*

A camp for 120 selected students in vocational agriculture in the Central Iowa district will be held in August at the state Boy Scout camp, Camp Matigwa, near Boone. This was the forerunner of a state-wide program for summer camps.

Ollie Duroy, American Farmer

OLLIE DUROY is the son of E. A. Duroy, a farmer living just northwest of Ponca City, Oklahoma. He graduated from the Ponca City high school last June, being an honor vocational agriculture student.

He got his start in Shorthorn cattle while in the eighth grade of the rural school he attended, when he trapped opossums in the bottoms of the Bois De Arc Creek, which runs thru the Duroy farm, and sold them for \$5, which his father invested for him in a Shorthorn calf. During his high school period, including four years of vocational agriculture, Duroy carried as animal projects, one Shorthorn breeding project, one fattening calf project, and two wheat projects. Besides these projects, he had as supervised practice, the breeding of Shorthorn cattle and at the end of his school years, he had eight head of such cattle, six of which were registered. He also exceeded the yield of wheat for the community in each of his wheat projects.

His Shorthorn cattle business made him a total gain after payment of all expenses in the eight years that he has been interested in them of \$810 at the time school was out last spring. His two wheat projects consisting altogether of 70 acres, have made him a profit of \$543.35.

Since his graduation last June, he has added several purebred animals to his herd, which he values at \$1,350. He has shown successfully at various fairs and watches the sales closely.

In school, Duroy was a leader in the vocational agriculture group. He was active in the agriculture club which was in existence in his school before the Future Farmers of Oklahoma was organized. He is a charter member of the local F. F. O. and was its president the first two years of its existence. He was instrumental in the Ponca City F. F. O. winning the Holstein bull calf which made the trip from Tulsa in an airplane. He was the outstanding winner of the M. K. T. educational trip to St. Louis last October.

In his home community, Ollie has always been active in the Epworth League and the rural Sunday school. Since his graduation from high school, he has taken an active interest in the rural P. T. A. and is a member of the short unit course in dairy and poultry production being put on by the high school vocational agriculture department in his community. He is still president of the Future Farmers of Oklahoma of Ponca City, and very active in all of its affairs.

North Dakota Organization Meeting

Delegates from 30 of the 42 departments of vocational agriculture in North Dakota met at the agricultural college at the time of the May Festival and organized the "Future Farmers of North Dakota." Norin Johnson of Hillsboro is first president. Professor E. H. Jones, state supervisor and teacher trainer, is the first adviser and Professor L. L. Seranton is reporter.

Iowa Organizes

THE Iowa Association of Future Farmers was organized at Iowa State College on May 17. The meeting was held as a part of the annual high school agricultural contests.



Bryce Tucker

Bryce Tucker of Denison was elected the first president. Professor H. M. Hamlin of Iowa State College was chosen executive secretary. State Supervisor G. F. Ekstrom was initiated as an honorary "Iowa Farmer." An advisory council replaces the adviser

under the plan of organization adopted and consists of the state supervisor, the head of the teacher training department at the state college, and the president of the Vocational Agriculture Teachers Club.

Parents' Night

GET acquainted with what your boy is doing in high school" are the closing words of an invitation sent by the boys of the Salem, New Jersey, Future Farmer chapter to their parents asking them to spend an evening with them at a special parents night meeting. The program listed included a business meeting of the chapter, short talks by the boy president, the superintendent of schools, the agriculture teacher, and the state supervisor of agricultural education, music, refreshments and a playlet entitled, "Eggs Is Eggs." This playlet brings out the idea of producing quality eggs and marketing them to the best advantage.

Surely there is much good in such meetings. They help the boys, the agricultural department, the school, and the parents. And what a fine opportunity they present for group activity among the members of the F. F. A!

Our experience in New Jersey is that the local chapters of the F. F. A. are doing better work and progressing more rapidly since becoming affiliated with the national group than they did under our previous State Young Farmers Association.—H. O. Sampson, State Supervisor of Agricultural Education.

Future Farmer Scholarship

The Sale City chapter of the Future Farmers of Georgia has raised the money to provide a scholarship at the Georgia State College of Agriculture for one of the boys of its chapter.

Dignitaries of the Oregon state government gave official recognition to ten of the most outstanding young farmers of the state when Hal E. Hoss, secretary of state, and Charles A. Howard, superintendent of public instruction, awarded certificates to the best vocational agriculture students at Corvallis in connection with the annual "Smith-Hughes Week-end." At the same time, the Oregon branch of the Future Farmers of America was formed.

Program of State Meeting of Young Tar Heel Farmers

(North Carolina Future Farmer Organization.)

Wednesday, June 20

- 2:00-6:00—Registration, Y. M. C. A.
- 7:30 P. M.—General meeting, Pullen Hall.
- Greetings by T. E. Browne, director, State College Summer School.
- Music by Apex band.
- Roll call of delegates and appointment of committees.
- The History and Significance of the Young Tar Heel Farmer Organization, by staff in Agricultural Education.
- Music by Garner Young Tar Heel Farmer band.
- Address by Dr. Clarence Poe, editor, Progressive Farmer.
- Announcements.

Thursday, June 21

- 9:00 A. M.—Dairy judging contest and visit to State College poultry plant.
- 11:00 A. M.—Meeting of executive committee, Y. M. C. A.
- 12:00 Noon—Meeting on west side of athletic field for picture.
- 1:00 P. M.—Meeting of committees and delegates.
- 1:30 P. M.—Meeting at gymnasium to select teams for athletic events.
- 1:30 P. M.—Meeting of Glee Club at Y. M. C. A.
- 2:00 P. M.—Athletic contests: swimming, baseball, basketball, volley ball.
- 7:30 P. M.—Meeting for selecting Carolina Farmers.
- Meeting on lawn in front of Holladay Hall.
- Music by Garner Young Tar Heel Farmer band.
- Ceremony for selecting Carolina Farmers.
- Presentation of Carolina Farmer keys to Dr. T. A. Allen, state superintendent of public instruction.
- Selections by Young Tar Heel Farmer Glee Club.
- Music by Apex band.
- Moving pictures.

Friday, June 22

- 7:30 A. M.—General business meeting. Pullen Hall.
- Setting up an annual program of work by staff in agricultural education.
- The White Lake Camp by staff in agricultural education.
- Election of state officers.
- Report of committees.
- 10:30 A. M.—Tour of the college campus. Tour in charge of the faculty committee.
- 1:30 P. M.—Tour of Raleigh. Meet at college dining hall. Tour in charge of Colonel Fred A. Olds.
- 7:30 P. M.—Banquet.
- Music.
- Summary of the year's work of Young Tar Heel Farmers' Chapter.
- Presentation of charters to chapters.
- Music.
- Address by Dr. E. C. Brooks, president, N. C. State College.
- Announcement of winners in the judging contest and athletic events.

Maine requires its teachers to report monthly what they plan to do the following month in the way of community work and special features.

Our Leadership in Agricultural Education

PROFESSOR WALTER H. FRENCH of Michigan

Jan. 28, 1868—Jan. 1, 1924*

THE passing of Professor Walter H. French of Michigan was a shock to all who knew him. He was a tireless and fruitful worker in the field of agricultural education. The editors desire to record here something of their warm appreciation of his worth and of his achievements.

His family moved to Michigan when he was a child of four years. In that state he carved out his career. Graduated from Michigan State Normal College in 1888, and holder of the Master of Science degree from the University of Michigan, he served five years as principal of schools at Litchfield. He then held for eight years the position of commissioner of schools of Hillsdale county. Here he showed the beginnings of his genius for organization by forming an association of school officers of Hillsdale county, said to have been the first of its kind in the state. Later he was to serve as president of the Michigan State Teachers' Association for a year.

In 1900 he became deputy superintendent of public instruction. This office he held seven years under three superintendents at a time when they gave only part time to their educational duties. As deputy Professor French was "the directing force of the department." The county normal schools are described as being a "monument to him."

In 1908 when the department of agricultural education was established at Michigan Agricultural College, he was chosen to head it; and in his zeal for the furtherance of agricultural education, in elementary and high school courses and in reading courses for adults, he continued to make his influence felt thruout the state until his death.

Beginning with one high school teaching agriculture in 1908, Michigan the year of his death had 109 high schools teaching four years of agriculture. In his teacher-training his first class in education "totaled some three or four students," while the day he died 116 of his former students were teaching agriculture and his department employed six instructors. It is doubtful if the courses of any other state had been richer in suggested correlations of the various sciences taught in high schools with agricultural life and labor than those published by Professor French for use in Michigan. Thruout he and his associates have indeed been, as he at the outset said he hoped they would be, "earnest and honest" and able to "grow."

He was never insular. He was one of the originators of the Association for the Advancement of Agricultural Teaching which had such an important place in the formulation and extension of sound principles and methods in the field of vocational agricultural instruction, was its wheel horse for several years as its secretary, and had the honor of being its president. He was also influential in the agricultural section of the National

Society for Vocational Education, one of the gracious acts of which gladdened his later hours when the members united at the annual convention in sending him a telegram of kind remembrances and best wishes.

He had the highest hopes for the American high school. For years it appears to have had a foremost place in his mind and imagination. Over and over he repeated his conviction that



Walter H. French

thru it we must, if ever, provide for the higher education of all of the people. Principles sound for agricultural teaching he would have extended to other teaching. In one of his final utterances, he made his own the sentiment that the purpose of vocational education is "to link what we call knowledge with a larger complex which we call life."

It is not surprising, therefore, that he resisted every tendency toward separatism. Without federal aid, even without state aid, thru sheer personal force and the merits of the courses and the methods he proposed, he established agricultural instruction in the high schools of Michigan. Dr. C. H. Lane of the Federal Board for Vocational Education says of this achievement that "it can be explained only on the basis of Professor French's influence with the school men of the state and his far-reaching conception of the educational value of agricultural instruction as an integral part of the public high school."

It became his happy privilege to draft the law by which the Michigan Board of Control for Vocational Education was created. He was the first to urge acceptance of federal aid for vocational education. He made the plan on which vocational education is administered. He provided for harmony in the household of education. He saw his vision of high

schools, widely distributed, adapted to the needs of their diversified constituencies, providing both vocational and general education, coming true in Michigan. State Supervisor Gallup says of him, "The sanity of the vocational movement in our commonwealth and the fine spirit of co-operation among the vocational workers is one of the monuments he has erected to his memory."

Utmost service to his community and wholesome influence in it were ideals he held up to the teacher. And his precepts he practiced. He belonged to the Rotary Club, Lansing Commandery, No. 25, Knights Templar, of which he had been eminent commander, occupied, in full uniform, the center seats of the auditorium of the Central Methodist Temple, at his funeral. For more than a decade he had been superintendent of the largest Sunday school in Lansing, and had conducted a teacher training class weekly in order that the Sunday school teaching for which he was responsible should be efficient. When not superintendent it is said that "he always taught a large and enthusiastic class of men in the Sunday school."

Since his untimely death, the "old guard" in vocational agricultural education, of whom Professor French was proud to be counted one, and some of the younger men who have known him, have been saying such things as these about him:

Dr. C. H. Lane and Mr. J. A. Linke: "Professor French was conspicuously sincere in all his work. He had unusually high ideals and was a tireless worker in the achievement of those ideals. He was enthusiastic and carried the enthusiasm of youth into his old age. This was one of the things that led him to overwork and was partially the cause of his break in health . . . He was one of the few great teachers in this country . . ."

Mr. H. M. Skidmore: "I was struck by the unusual earnestness of the man in his desire to help young men passing thru his department to higher and better things."

Mr. Robert D. Maltby: "We can honestly say that Professor French was a personal friend of every man with whom he came in contact in his department. It was largely due to his strong personality and his unbiased interest in rural people that he was able to introduce agricultural education to the schools of Michigan, as well as a department of agricultural education in the college."

Mr. Z. M. Smith: "Absolutely sincere in all his relations. Had sincerely sympathetic understanding of rural school problems. Exponent of doing thoroughly whatever is undertaken. A pioneer in rural elementary and high school agricultural teaching on a practical project basis."

Mr. Carl Colvin: Quoting with approval a Michigan man, "Professor French did not have a single enemy."

Professor A. W. Nolan: "One never

*Prepared in 1924 and held for a fitting hour and place for publication.

came out of a meeting where Professor French spoke or conversed with co-workers without having a new grip on life and a new joy in service as a teacher."

Mr. F. E. Heald: "I think of him as being particularly skillful in helping us to draft statements and resolutions in such a way as to avoid rasing the feelings of others while at the same time accomplishing more than might have been done if some of us had had our way."

Mr. D. J. Crosby: "Without technical training in agriculture, he had the energy, good judgment, and resourcefulness to develop in Michigan, without state or federal aid, a system of vocational departments of secondary agriculture in high schools which was later accepted almost without change as a part of the federal system . . . The outstanding feature of all this is that he inspired young men to believe in what he considered the essentials of agricultural education and persuaded school boards to install departments of agriculture on the merits of his plans without any superficial financial encouragement."

Professor G. A. Works: "He was the pioneer in the field of agricultural education. While he may not have believed in putting the work on a strictly vocational basis as did some of the rest of us, he should at least have the credit and recognition for his early effort in the field of agricultural education. He really built up a surprisingly good program . . . He was a man of charming personal quality, and one who is highly esteemed by educational people in his home state."

Professor A. V. Storm: "There are three things marking my acquaintance with Professor French that have left a deep impression on me. One is his earnest activity and solid work in the American Association for the Advancement of Agricultural Teaching . . . Not only was there no financial aid for his high school agricultural departments, but there was no law requiring agriculture to be taught in this way. Only the leadership of an unusual man could bring about such results under such conditions. The third deep impression . . . has been given me by his former students who came to Minnesota to teach agriculture . . . Few of us can equal Professor French in the degree to which he had the fervid and loyal praise of his students. Probably some of the same qualities which made him so successful with his students helped to make him successful as a pioneer in the field of vocational agriculture in America, tho he traveled without the compass and guidepost now furnished by the Smith-Hughes law and the multitude of regulations growing out of it. Let the advocates of vocational agriculture give due praise to this worthy pioneer and unite in expressing deep sorrow for his untimely death."

Such sentiments make a priceless memorial mosaic.—*Rufus W. Stimson.*

Ohio sets aside a half-day of each district conference for the purpose of setting up a program of work for that district.

Among the student organizations of Delaware are the David Grayson Club, the Liberty Hyde Bailey Club, and the Luther Burbank Club.

Boys Make Smut Estimates

ABOUT 80,000 heads of oats, barley, and succotash in 94 fields were examined by students in vocational agriculture at Elkton and Adams, Minnesota, during the summer of 1928. Impartial samples of treated and untreated fields were taken.

At Elkton, untreated grain showed a loss of 16 percent for oats and 10 percent for barley and succotash. In the treated fields, the loss in oats was 1.2 percent and in barley and succotash but one-half of one percent. In most cases where more than a trace of smut could be found in treated fields, its presence could be traced to careless methods of treating.

At Adams, the average loss due to smut in untreated fields was found to be 16.3 percent for oats and 5 percent for barley and succotash. Losses in treated fields were found to be exactly the same as at Elkton.

Fields of oats and of barley were encountered during the survey in which a part of each field was treated for smut and a part was left untreated. The divisions across these fields showed as straight as the drill rows could make them. The oats on the untreated side showed a loss of 38 percent; on the treated side, not one damaged head could be found in several minutes search. The untreated barley showed a loss of 24 percent with but a trace of smut on the treated side. In neither case were the owners aware of this sharp difference until their attention was called to it and they were then amazed.

Mr. Kinkel and Mr. Traxler, instructors at Adams and Elkton, were responsible for the survey.

Georgia Enrolls 6,817 In Vocational Agriculture

ASUMMARY of the reports for the past school year shows that in Georgia there were 6,817 boys and men enrolled in vocational agriculture classes. This was a gain of 563 over the previous year. Of this number 4,178 were enrolled in the high schools, 902 in the district A. and M. schools, and 1,737 in the Negro schools.

The total enrollment includes 4,427 boys regularly enrolled in school, 619 young men who had dropped out of school but who came back to enroll for a short time in part-time classes, and 2,390 farmers in evening classes.

Dr. Lyman E. Jackson, who recently received the doctor's degree at the University of Minnesota, has joined the staff of the Department of Agricultural Education of Ohio State University. Dr. Jackson was formerly a member of the teacher training staff of the North Dakota Agricultural College. His earlier degrees were from the University of Wisconsin.

Z. M. Smith, Indiana state director, received the degree, Doctor of Philosophy, from the University of Indiana at this year's commencement. Dr. Smith's dissertation was "The Work of the Teacher of Vocational Agriculture."

The first county federation of Future Farmers has been reported in Grant county, Oklahoma. Six schools in the county effected such an organization in March.

Recruiting New Students

BIG Brother and Sister Day is an annual affair in our high school and the biggest event of the year. The purpose of the day is to get eighth grade graduates interested in coming to high school. It is an all-school project but the agricultural classes participate as much or more than the other departments. The names of all available eighth grade pupils are obtained thru the rural teachers who, a few weeks before Big Brother and Sister Day, attend a teachers' banquet where they get better acquainted with the high school teachers and learn the advantages of our high school.

All of the prospective students for miles around Stockton are invited to visit our high school on Big Brother and Sister Day. High School boys are assigned little brothers and the girls are assigned little sisters. The big brothers and sisters write personal invitations to their little brothers and sisters. Classes on Big Brother and Sister Day are made interesting and as nearly life like as possible. Special programs are given in the assembly; a program is printed and given to our visitors. A hot lunch is served free to the little brothers and sisters; extra-curricular activities such as athletics, orchestra, glee club, etc., are demonstrated; a short play is given at the close of the day and we take a picture of our visitors which is placed in the "Black Hawk," our school annual.

Since most of the eighth graders who visit our school come from the country it is the duty of the agricultural and home economics classes to provide interesting, practical and instructive classes. Each big brother and sister takes his or her little brother or sister to each of the classes which they regularly attend. In the agriculture department where we have an enrollment of 38 we will have as many little visitors. We make this a big day in our agriculture department. Mimeographed booklets are passed out containing information on the value of agricultural training in the high school, an outline of our courses, and many interesting things about projects and judging work. The class work for the day includes class discussion, some laboratory, and some illustrative work such as slides or movies. The same topic or enterprise is used thruout the discussion, laboratory and illustrative periods so the visitors get a connected idea. We try to have the visitors participate in the class work.

Big Brother and Sister Day we are certain always increases our enrollment. This is followed up by personal visits by the agriculture teacher during the summer months.—*S. R. Finifrock, Stockton, Illinois.*

Three honorary "Planters" were chosen at the 1929 convention of the Future Farmers of Tennessee: Frate Bull, district supervisor and master teacher for the state in 1927; T. L. Mayes, Tennessee master teacher for 1928, and Professor N. E. Fitzgerald, head of the department of agricultural education at the University of Tennessee.

Mr. H. L. Comer, formerly a teacher of vocational agriculture in Colorado and Iowa, is now serving as specialist in agricultural and rural education for the Bureau of Education of the Philippine Islands, with headquarters at Manila.

Cotton Contest Winner Announced

JOHN AMOS ARANT, a member of the vocational agricultural class of the Pageland, South Carolina, High School in Chesterfield County, is not only winner in the state cotton contest, but has been declared winner for the Southern States. Young Arant produced 3,746 pounds of lint cotton on his three-acre project. His labor income amounted to \$254.17 per acre.

The Regional prize won by this Future Farmer will be an extended educational trip thru Louisiana, Texas, and Mexico. On this trip the boys will be entertained by state officials, chambers of commerce, and other organizations in the states mentioned above.

The state prize, which also goes to Arant, will consist of an educational trip to the experiment station of North Carolina and Virginia, and to Washington. This trip will last one week.

The contest, both state and regional, is being fostered by the Chilean Nitrate of Soda Educational Bureau.

This three acres of cotton was fertilized with 1,700 pounds of Chilean nitrate of soda, 3,600 pounds of 10-3-5, and 400 pounds of acid phosphate. The total cost of fertilizer was \$90.45.

The cotton was left 8 inches in drill and in 34-inch rows. The variety used was Cleveland No. 884.

J. L. Southerland is teacher of agriculture at Pageland and had full supervision of this prize winning project.

Accompany Stock to Market

THE following is a quotation from the Stockmen's Market Journal, published in South San Francisco:

"Seven 'Future Farmers of America' arrived at the South San Francisco Union Stock Yards yesterday with a load of 34 hogs, raised by themselves in connection with their work at the Analy Union High School at Sebastopol. The boys were accompanied by E. M. Jones, their instructor, who pointed out the fact that his charges had made great progress since they exhibited stock at the first annual California Livestock and Baby Beef show here last fall.

"As shippers to the market, the boys were given a complete description of the stock yards. The grading and selling of their hogs were carefully explained. Seventeenheadbrought the top price of \$12.60, with -13 at \$12.10, and four lights out at \$11.75.

"According to Jones, Albert Fletchers of the Analy Union High School has already entered the ton litter contest for the 1929 California Livestock Show. His sow has already farrowed 13 pigs out of Sensation Giant II. Four other boys plan to enter the contest for the ton-litter awards."

A New Type of Contest

A FARMER Legume Futurity for Iowa High Schools" is the full title of a new contest being sponsored by Wallaces' Farmer of Des Moines. The contest has grown out of the successful use of community surveys by Iowa State College in the measurement of the results of school instruction in legume growing.

Prizes of \$100 and \$50 are to go to the schools which bring about the greatest increase in acres of legumes relative to crop land between June 1, 1929, and June 1, 1931.

Each school which enters nominates ten sections of land and furnishes the facts with respect to the current legume acreages.

It is expected that chapters of the Future Farmers of Iowa will be the leading contestants.

A Texas Hog Project

Lacy Baker, Dilley, Texas

MY PROJECT, beginning August 31 and ending January 2, consisted of 90 hogs. On August 31 I bought 81 pigs, weighing 4,852 pounds. I paid 10 cents per pound for the pigs.

On September 10, I bought 9 hogs, weighing 1,070 pounds, at 8 cents a pound.

These pigs were fed a ration of C. S. meal, rice bran, tankage and corn.

On October 11 I sold 13 of my smaller pigs for \$51, leaving 77 head, then on November 15 I sold 7 hogs, weighing 1,400 pounds at 8½ cents per pound. Then on October 22 I sold two hogs for \$34. The balance of these hogs were fed until January 2. On January 2 I sold 59 hogs for \$8.65 per cwt., weighing 12,115 pounds, and 9 head, weighing 1,170 pounds, at 7¾ cents per pound. The shipping and selling expenses amounted to \$55.60.

During the feeding period these hogs consumed 700 pounds of cottonseed meal, 10,700 pound of rice bran, 41,250 pounds of corn, and 2,775 pounds of tankage.

The total cost of the 90 hogs, including feed and first cost of hogs, was \$1,230.34.

Total sales of the hogs amounted to \$1,348.81, leaving a profit of \$118.47. Total hours being 235.

Georgia Community Improvement Contest Closes

COMMERCE High School won the community improvement contest in Georgia. The boys in that department of vocational agriculture, under the leadership of their instructor, C. L. Veatch, scored a total of 118,125 points.

These points represent the total score of all the boys in the department. Credit was given for 41 activities which included the following: the school work of the boys; the improvements made on the farms where they lived, and work they did in making their homes more convenient and attractive.

A summary of all the reports made by the schools sending in records shows, for example, that the boys in the contest built 87 poultry houses and 144 hog-houses. These vocational boys set out 3,982 shrubs and 4,744 fruit and nut trees. They built and repaired 3,868 terraces; built 1,946 rods of fence; sowed 2,102 acres to legumes; turned under 848 acres of cover crops. Two hundred ninety-three of the boys treated their planting seed for disease and 918 inoculated legume seed. In 49 homes running water was installed in the kitchen; 29 homes were screened, and 25 sanitary toilets were built.

In most of the schools the boys were divided into two teams. The team with the smaller number of points at the close of the contest gives a dinner to the winners. The aim is to make a game of doing something worthwhile.

More Legumes in Vocational Territory

THE entries to the legume futurity, which have come in so far from Iowa agricultural teachers, indicate that the teachers have already had some effect in increasing the legume acreage around their schools. For the state as a whole, only about three percent of the farm land is put into pure stands of legumes. But in the sections where there have been agricultural teachers, it seems as tho about eight percent of the land is in legumes. By June of 1931, when the contest closes, we hope that some of the teachers will have been able to co-operate closely enough with the farmers and farm boys to bring the percentage to twenty. From the standpoint of pure

productive efficiency, this is the greatest single need of Iowa agriculture."—Wallaces' Farmer, Des Moines, Iowa.

A number of Oklahoma chapters are forming bull associations among their membership. The Excelsior chapter recently paid \$240 for a Jersey bull. The Wanette chapter bought a bull costing \$150. Cow testing associations constitute another favorite project of Oklahoma schools.



A WISCONSIN TON LITTER

More than half the ton litters in the state contest were grown last year by students in vocational agriculture



Farm Mechanics Dept.



A Proposed Co-operative Plan for Teaching Farm Machinery

M. A. SHARP,
Iowa State College

THOSE of us who have been connected with vocational agriculture work in high schools since its beginning in 1917 have seen this movement grow from nothing to a very important factor in American agriculture today. We have met problems and solved them to the best of our ability, only to find new and more difficult problems coming up as the work progresses. We realize that a large part of the farmers' troubles today are due to the development of farm machinery. The comparatively small percent of farmers using modern methods and machinery, producing in large quantities at low cost, are making competition so keen that large numbers of inefficient farmers are being forced out of business. Our job is to so train the boys taking vocational agriculture that they will be able to meet the keenest of competition and become community leaders, both socially and financially. We are now fairly well agreed as to the type of shop work which should be taught, but there is one phase of farm mechanics which has not received much attention because it is a new and very difficult problem. In my opinion by far the most difficult and important problem in farm mechanics today and for several years to come is how to teach these high school boys to select, operate and maintain modern farm machinery and use modern methods of production.

In 1928 there were 3,500 high school agricultural departments enrolling 97,000 pupils. In addition there were 35,000 farmers enrolled in evening schools. No concerted effort is being made to give these farmers of the present and future any training in the use of modern farm machinery, the greatest single factor affecting their future welfare. There are several reasons for this situation. The problem is new, and has not demanded solution. Schools cannot afford to buy high priced machinery for high school boys to use a few days each year. Neither will they buy land to grow up to weeds after the April enthusiasm of the boys has disappeared. Who will take care of the land during the summer? Who will stand the loss in machinery? Who is responsible for management of the plot of ground they might own? School demonstration or garden plots have been tried and they have failed. Sound business judgment will not permit school boards to make the necessary investment for proper teaching of farm machinery, so it is not taught. But the future welfare of our farmers demands that this problem be solved. It will be solved, but it will take the combined efforts of all interested parties and several years of hard work to do it. The plan suggested here is not offered as a final solution. It is offered as a possible line of action, thru which we may get sufficient experience to enable us to accomplish something later. But it is

high time we get something started, lest we be teaching our boys the history of farming instead of how to farm.

The plan is to have a co-operative project in which the school, the farmers of the community, the local implement dealer, and the implement manufacturer will be interested. The school board will rent or buy a tract of land to suit their needs, from ten acres up. The high school agriculture teacher and class will take all responsibility for management of the land. Here improved seed will be grown for distribution in the community. Fertilizer, disease treatment, and legume demonstrations will be given. The boys have real farm management problems. Opportunity is provided for application of the theories they study. The implement dealer will agree to furnish all machinery needed and do all power machinery work. It is his demonstration farm, where he can demonstrate all new machines, instruct the boys in their use, and prove to prospective customers that his machines will work. He is relieved of all managerial and financial responsibility. In return, he does the work with his machinery as needed, and permits the agriculture teacher to use it for instruction purposes.

There are many arguments on both sides of this plan, and no attempt will be made to enumerate them. However, most of them are based on opinion, rather than on facts. As I see it, no definite plan can be worked out which will apply in every case. The size of the farm will be largely determined by the amount of work the implement dealer will agree to do. If there are two or more dealers the land must be divided between them. A definite plan must be worked out in each case by the interested parties. The following points should be kept clearly in mind:

1. The primary and sole purpose of this farm is to furnish a practical and efficient device for teaching modern methods of farming to the agriculture class and farmers of the community.
2. The farm must be near the school and near the implement dealer. It must be typical of other farms in the community regarding soil, drainage, etc.
3. A definite written agreement must be worked out by all the interested parties.
4. No individual should profit directly from crops produced. Profits should go to the agriculture class for use as a group.
5. Projects should be initiated on a small scale, since there are no data to guide us.
6. Only a small percent of implement dealers and school boards will be able to work out a definite plan. Do not start without complete agreement between all interested parties.
7. The school may use profits from the farm to buy machinery and expand their operations.

Will the idea work? What are its possibilities and dangers? I would be very glad to get your reaction.

Our New Department of Vocational Agriculture

By W. W. ADAMS,
Roy, New Mexico

JUST moved in to our new Ag Department. Those are the words that our boys like to use. Why? Because no one knows better than the boys the mistakes made, the worry involved, and the difficulties encountered in the recent building of our complete department which includes a classroom and farm shop.

The work was begun by the class about the time school started last fall, and became the class project in farm mechanics. Our problem was to build a combined classroom and shop addition on the end of the gymnasium. The end of the main school building constituted one side of our department. Our building was planned to be 50 feet long and 25 feet wide.

After pouring a strong concrete foundation in which bolts were sunk every 8 feet, we put up the studding and bolted it securely to the foundation. Then came the rafting and bracing which tested considerably the ability and patience of the boys. However, after considerable time this work was completed and the roofing started. We decided to use corrugated roofing as it could be secured a little cheaper than other materials. This work went rapidly and before the heavy winter snow set in our building was completely enclosed and we had started on finishing the interior.

We made our classroom 20x25 feet and the shop 30x25 feet. Double windows were placed in the partition between the classroom and shop, thus making it convenient for the instructor supervising work being carried on in the two rooms at the same time. For the present we have no floor in the shop, but expect to add that next year. The classroom has been finished so that we are very proud of it. The walls are of "sheet rock" stripped with wood and stained a dark mahogany color. The ceiling is of metal with block decorations which gives a very pleasing effect.

Across the front of the building a large sign has been placed. Block letters were used to set off the words "Department of Vocational Agriculture."

It is needless to say that the boys are proud of their accomplishment. The building is a splendid addition to the school and houses the department of vocational agriculture adequately for the present. The community in turn is proud of the accomplishment of the boys and the department.

Dr. C. V. Williams, professor of agricultural education at the Kansas State Agricultural College has spent the last half of the school year just closed in doing itinerant teacher training in Pennsylvania.

Seniors in agricultural education at the University of Maryland are issuing a publication known as the "Ag-Ed Student."

Recent Publications

SMITH, Z. M. *The Work of the Teacher of Vocational Agriculture*. Published by the Author, Lafayette, Indiana. 254 pp. 1929.

THE primary source of data for this study is a questionnaire to teachers of agriculture in several states. The study is more than this, however. In a sense, it is the formulation of a philosophy of vocational agricultural education, constructed around the experience of the author and supplemented by the experience and opinions of many other experienced observers.

The first chapter is a rather extensive study of the aims of vocational agriculture as given in the questionnaire. In the reviewer's opinion, the most interesting part of the study is the second chapter which deals with the responsibility of the community for the vocational agriculture program. The author strongly emphasizes the principle that the teacher of agriculture is an agent to assist in carrying out the community program and should not assume entire responsibility for it. In the third chapter this principle is extended to the curriculum. Here it would seem that too

much responsibility is given to the non-professional agencies of the community.

A very interesting study of some of the differences between vocational and non-vocational students has been included. In all the tests given to a large number of students, the non-vocational students scored higher. It was not determined how significant statistically these differences are.

Anyone interested in vocational agriculture will find this volume well worth reading.

Field Crop Enterprises. Edited by Kary C. Davis. Philadelphia. J. B. Lippincott Company. 528 pp. \$2.

ELEVEN persons, including state supervisors, teacher trainers and crop specialists, have collaborated in producing this text. The unit of organization is the job and the enterprises have been skillfully analyzed. Practically all field crops, except cotton, and some of the vegetable crops have been included. The reviewer believes that a one-volume text cannot cover all these crops with sufficient fullness to meet the

needs of vocational students. Some provisions have been included for supplementing but this phase of the book could be improved.

The book has many strong features. The activities outlined and the suggestions for studying local conditions are excellent. Recent experimental findings are incorporated. The subject matter has been carefully selected and no space has been wasted.

Livestock Enterprises. Edited by Kary C. Davis. Philadelphia. J. B. Lippincott Company. 492 pp. \$2.

THIS book is like *Field Crop Enterprises* in its general plan and organization. The preface contains the statement that "these authors have the teacher's point of view more clearly in mind than any group that could possibly be assembled for these enterprises from other types of work." There is considerable evidence to support this statement in the book. What has been said above about *Field Crop Enterprises* applies to this book. The treatment of the management phases of the enterprises is especially strong.

Starting Farm Mechanics in An Agricultural Department

By N. D. McCOY,
Ashley, Illinois

THIS year farm mechanics was offered to our pupils for the first time. Of course this meant that a place had to be provided and equipped with tools and a few pieces of machinery. Shops for high schools may be either built by members of the class or by contract. Either method is good, each having advantages and disadvantages. Ours was built by a contractor last summer. The building is a frame structure 20x28 feet with walls 8 feet high. It is covered with tar paper on a hip roof. There are two doors, one large enough to permit machinery or an automobile to be brought into the shop. There are eight windows in the walls.

The tools and equipment were purchased thru a local hardware dealer. The purchases included tools for rough wood work, pipe fitting, gasoline engine and machinery repair, sheet metal work, belt work, and blacksmith work. The quantity of tools and equipment that we purchased does not allow more than two or three boys to work on any one type of job at the same time. The whole shop was planned to accommodate not more than twelve and preferably ten boys. More equipment may be added from year to year as necessity requires.

Cost of building with one coat of paint, \$240.85; portable forge, anvil, post drill vise and anvil tools, \$109.80; blacksmith supplies: iron, coal, etc., \$15.03; other tools, \$185.97; stove, \$1.50; total, \$554.15. The pupils constructed work benches and tool cabinets for the shop, the materials for which are not included in the above list.—*Illinois Farm Mill*.

Each New Hampshire department of vocational agriculture was visited an average of more than seven times by the state supervisor during the past year.

AN AGRICULTURAL TEACHER'S LIBRARY

A LIST of books for professional improvement developed by Professor F. E. Heald, Massachusetts Agricultural College.

Stimson, R. W.—*Vocational Agricultural Education*. Macmillan 1919.

Berry, J. B.—*Teaching Agriculture*. World Book Co. 1924.

Davenport, E.—*Education for Efficiency*. D. C. Heath & Co. 1914.

Eaton, T. H.—*Vocational Education in Farming Occupations*. J. B. Lippincott Co. 1923.

Eaton, T. H.—*Education and Vocations*. John Wiley & Sons. 1926.

Hill, David S.—*Introduction to Vocational Education*. Macmillan 1926.

Leake, A. H.—*Means and Methods of Agricultural Education*. Boston: Houghton Mifflin Co. 1915.

Prosser, C. A., & Allen, C. R.—*Vocational Education in a Democracy*. N. Y. Century Co. 1925.

Nolan, A. W.—*The Teaching of Agriculture*. Houghton Mifflin Co. 1918.

Nolan, A. W.—*The Case Method of Teaching Applied to Vocational Agriculture*. Public School Publishing Co. 1927.

Schmidt, G. A.—*New Methods in Teaching Vocational Agriculture*. Century Co. 1924.

Schmidt, G. A.—*Projects and the Project Method in Agricultural Education*. Century Co. 1925.

Schmidt, G. A.—*Efficiency in Vocational Education in Agriculture*. Century Co. 1928.

Schmidt & Others.—*Teaching Farm Shopwork and Farm Mechanics*. Century Co. 1927.

Snedden, David.—*Vocational Education*. Houghton Mifflin Co. 1912.

Making Use of the Daily Bulletin Board for Farm Mechanics

By HERBERT G. BERRY,
Farm Mechanics Instructor, Elk Grove High School, Elk Grove, California

I HAVE found that in teaching the various enterprises, such as soldering, sheet metal, electricity, etc., that members of the class are not always in a position to furnish material to be worked on. Therefore, to overcome the lack of necessary material being available after the preliminary instruction is given, I make use of our daily bulletins issued from the principal's office and read by every student in the school. I just insert a notice a few days previous to the time when we will actually engage in the work to the effect we will welcome all materials brought from home and we always find the demand more than compensates the request.

By appointing a member of the class to receive and label every job, with its number and the party's name, mistakes are very seldom made and a record is furnished to us by which we can evaluate work done.

This plan is also a good seller to students of other departments on our subject, and also the various farmers of this community who are not thoroughly acquainted with just how farm mechanics is involved in agricultural training.

Stevenson, J. A.—*The Project Method of Teaching*. Macmillan. 1921.

Stewart & Getman—*Teaching Agricultural Vocations*. John Wiley. 1927.

Storm, A. V., & Davis, K. C.—*How to Teach Agriculture*. Phila. J. B. Lippincott Co. 1921.

Waugh, F. A.—*The Agricultural College*. N. Y. Orange Judd Co. 1916.

Wheeler, J. T.—*Methods in Farmer Training*. Turner E. Smith Co., Atlanta, Georgia. 1926.

Wright, J. C., & Allen, C. R.—*Supervision of Vocational Education*. John Wiley, 1926.

What Others Think of Us

Looking Toward an Improved Agriculture

ELSEWHERE in this issue will be found the pictures of a number of high school boys. In some instances the pictures of the men responsible for the agricultural training which these boys are receiving appear alongside the pictures of "their boys." We do not wish to call your attention to these men at this time, altho they are, individually and as a group, doing wonderful work in the service of agriculture. We do wish, however, to call your attention to the boys they have been directing towards better farming.

Something of the thoro and general training that these boys receive can be gleaned from a review of the contests. In one form of competition team members were required to outline improved farm practices in such a manner as to convince their audience that the particular practice which they were advocating was practical and profitable. In another form of competition the teams were required to have a survey of their community and to outline a program for general community improvement, together with measures for putting this program into operation. In another of the contests the boys were required to show their skill in the various shop practices, such as work with rope, wood, concrete, harness and leather, soldering, and tool sharpening—in short, all phases of general shop and repair work encountered on every one of the thousands of farms in the state. In other contests the boys were required to pass judgment on the merits of livestock and also grains.

Could training for better farming be more complete? One unacquainted with the work which has been done in vocational agriculture might answer with an emphatic "No," but those in close touch with the work would not rank these lines of training as the most important on the vocational agriculture curriculum. We have purposely refrained from mentioning one line of the training which these boys receive until last because it is that particular training which portends the greatest good for the future of agriculture. We are referring to training in "Co-operation."

Seven boys were recognized as outstanding students in vocational agriculture at the time of the meeting mentioned. Did they win this recognition on their ability to judge livestock or grain or repair harness? Partly—but only partly. Largely their recognition came to them because they knew how to co-operate with their fellow students; they knew how to organize and lead co-operative effort among their co-workers.

Another co-operative venture which these high school boys undertook two weeks ago was the building up of a state organization of students of vocational agriculture. This organization, known as the Future Farmers of Iowa, is under the direction of an executive board composed of high school students. This board is elected at the annual meeting, in which two delegates from each local chapter are entitled to vote. At the organization meeting 23 high schools were represented.

What does this mean for agriculture?

It means that an organization, based on co-operation, is imbuing its members with the spirit of co-operation. Co-operation becomes a part of the lives of these students of vocational agriculture. Farm organizations may expect much in the future, in the way of co-operative leadership from the ranks of such an organization as this. They will receive it! Future Farmers, imbued with the spirit and the letter of co-operation, will give to farm organizations and agricultural co-operatives a vigorous and active life. Agriculture expects their help and welcomes it—may it come soon.—Editorial in "The Iowa Homestead."

A High Tribute to Illinois Teachers

SINCE returning from my trip to Illinois I have been trying to count up the number of different men who referred to boys or men who had studied vocational agriculture in high school or the influence that a vocational agricultural teacher was having on the community. It seems as if nearly every other man in close contact with farming as well as the farmers themselves made some reference to "Smith-Hughes" boys or men.

One manager of something over 30 farms in telling of his plan of getting the tenants on these farms to use "utility" type seed corn tested for disease remarked: "There were six farmers in one community already growing utility corn tested for disease. Have a Smith-Hughes teacher in the nearby high school and 'Ag' boys led the way in growing better corn."

Another farm manager in talking about choosing new tenants for the farms he manages, said: "Our preference is a young man who took Smith-Hughes work in high school and has been farming at home or for himself since he finished high school."

Another, in discussing the possibility of changing a certain farm under his supervision from a "cash grain" to livestock farm, said: "The father has been a grain farmer for 25 years. I wouldn't want to experiment with him, but he will be turning things over to one or both of his sons in a few years. They took vocational 'Ag' in high school and made good on livestock projects. They are continuing them in co-operation with their father and making money turning feed into milk and pork. They won't be satisfied with grain rent and I intend to give them a chance to make good on livestock."

In talking over the keeping of cost accounts with men connected with the University of Illinois, county agents and farm managers, all referred to vocational "Ags" as among those furnishing some of the best keepers of records, followers of approved practices and operators of most profitable farms.

A former county agent in discussing the changes taking place among county agents in Illinois, said that in one year ending a few months ago 14 out of 15 new county agents of whose selection he heard were Smith-Hughes teachers.

I remarked to one farmer whom I visited about noticing more brooder houses out apart from the remainder of

the buildings in that community than in any other community I had visited in Illinois.

He answered: "I expect so. I doubt if anyone in this community made any real money with poultry till some of the boys took poultry as a project in high school. They and others copying after them have made some real money with chickens the last three or four years. I believe 15 or 16 raised 250 or more chickens on clean ground in 1928. And it pays."—Jay Whitson in his "Visits in the Country" in Wallaces' Farmer.

Railroad Takes Vocational Agriculture Movie

THE Southern Pacific Railway Company was responsible for filming a motion picture showing activities in vocational agriculture in Oregon, which was taken at the time of the spring gathering of students at Corvallis. James Neal of Silverton took the leading part, that of a farm boy who emerged from his difficulties thru attendance at a vocational school. The climax shows him in attendance at a convention of the Future Farmers of America. Dr. George Barr, agricultural agent of the company, worked with O. I. Paulson, Oregon state supervisor, in preparing the scenario.

F. F. V. Boys Parade Before 100,000

Eight chapters of the Future Farmers of Virginia co-operated in depicting the purposes and accomplishments of the Future Farmer organization at the Apple Blossom Festival at Winchester, Virginia, last spring. More than 100,000 persons saw their section of the parade which consisted of seven floats.

Dr. E. C. Brooks, president of the North Carolina State College, gave a banquet to the Young Tar Heel Farmers, state branch of the F. F. A., in connection with their annual meeting at Raleigh on June 28 and 29. Dr. C. H. Lane and Governor O. Max Gardner of North Carolina were among the speakers. North Carolina now has 118 chapters. The Carolina Farmer degree was conferred this year upon 15 boys.

R. W. Heim, Delaware state director, J. D. Blackwell, state director for Maryland, H. O. Sampson, state supervisor in New Jersey, and L. M. Roehl of Cornell University, were among the outside speakers at the Pennsylvania State Conference held June 27-29.

"Training Teachers of Vocational Agriculture in Service," is the title of a new publication of the Federal Board for Vocational Education, Bulletin 135, Agricultural Series 36. It was prepared by Lester C. Ivins with the direction of the staff of Peabody Institute.

Mr. Paul L. Ricker, who has spent the past year as assistant state supervisor and itinerant teacher trainer in West Virginia, will do graduate work at Iowa State College during the coming year while teaching half-time in a nearby vocational department.

